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ABSTRACT

This booklet describes a visual education course at University of Akron designed to introduce selected media and their roles in teaching, learning, and the communication process. Students are involved in the selection, evaluation, and utilization of media and materials including films, filmstrips, transparencies, displays, and recordings. In addition students are exposed to introductory experiences in the preservation, adaptation, and preparation of materials including mounted visuals and overhead projection transparencies. (Author/JEG)

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AUDIOVISUAL EDUCATION 5100:410

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COURSE BOOKLET:

CONTENT OVERVIEW

REQUIREMENTS

POLICIES AND

PROJECT GUIDELINES

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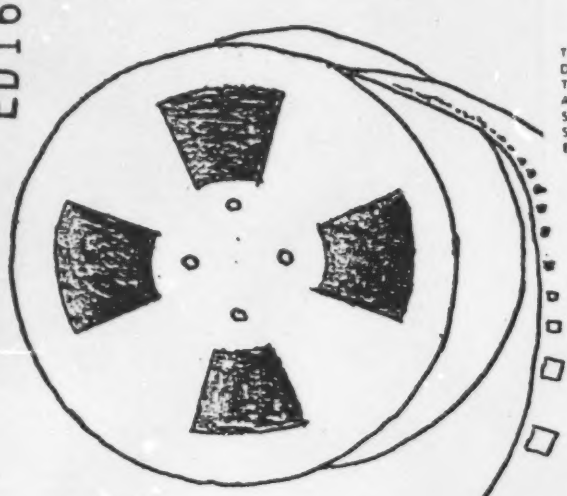

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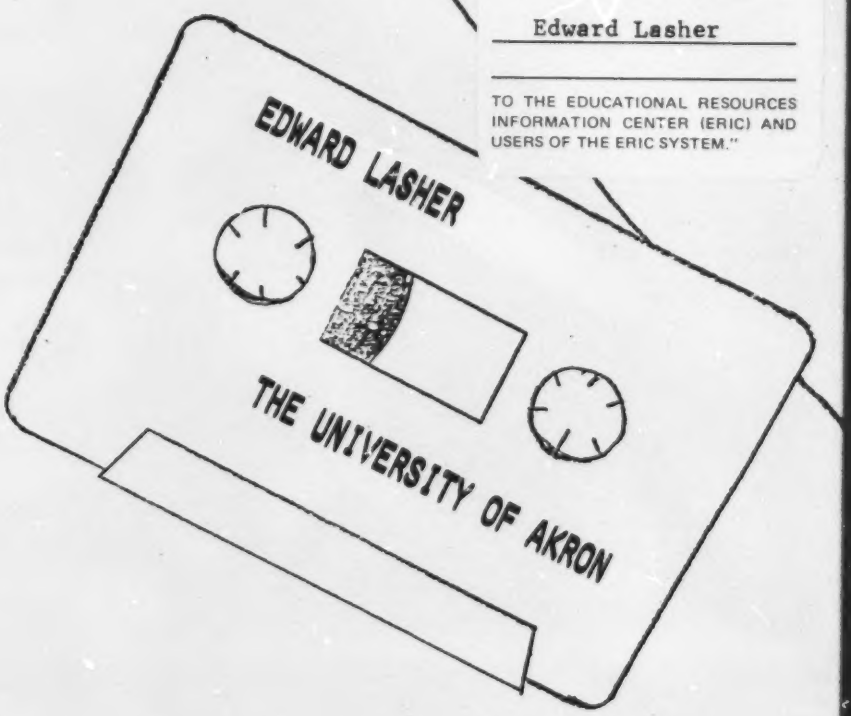

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COURSE DESCRIPTION

An introduction to media and its roles in teaching and learning and the communication process. The student will be involved in the selection, evaluation, and utilization of media and materials including films, filmstrips, transparencies, displays, and recordings. The student will also be involved with introductory experiences in the preservation, adaptation, and preparation of materials including mounted visuals and overhead projection transparencies.

Objectives

1. The student will be familiar with the role of media as experience in learning processes.
2. The student will be aware of the characteristics and advantages of each mode of communication.
3. The student will be able to use appropriate criteria in evaluating media materials such as films, filmstrips, and audio recordings.
4. The student will be able to select appropriate materials for the achievement of selected curricular objectives.
5. The student will be able to utilize media materials to achieve selected objectives.
6. The student will be able to prepare materials for selected curricular objectives.
7. The student will be able to locate media materials appropriate to stated curricular areas.

Optional Books

1. Preparing Media Materials: Basic Techniques and Considerations, Edward Lasher.

2. AV Instruction Technology, Media, and Methods, Brown, James, Richard Lewis, and Fred Harcleroad, McGraw-Hill Book Company, (5th Edition), 1977.

Topics

Course topics are covered in the approximate order of appearance in this list. However, it may become necessary to alter the order of these topics. Because of time limitations, some of these topics may not be covered.

1. Course Orientation: Overview, Requirements, Facilities, and Policies
2. Nature of Communication
3. Roles of Media
4. Media Attitudes and Utilization
5. Behavioral Objectives and Pupil/Audience Analysis
6. Visual Materials: Advantages, Uses, and Evaluation
7. Learning Center/Display Design, Utilization, and Methods
8. Opaque Materials Preservation, Adaptation, and Preparation (including Mounting, Laminating, Lettering, and Paste-ups)
9. Audio Recordings and Audio-Tutorial Instruction: Uses, Utilization Techniques. Evaluation, and Recording Formats
10. Preparing Audio Recordings
11. Filmstrips: Characteristics, Uses, Utilization Techniques, and Evaluation
12. Microforms: Nature and Use
13. Projection Principles and Environmental Arrangement

14. Opaque Projection
15. Overhead Projection: Characteristics, Uses, Utilization Techniques, and Evaluation
16. Overhead Projection Transparency Design and Preparation, An Introduction
17. Slides: Characteristics, Uses, Utilization Techniques, and Formats
18. Motion Pictures: Film Research, Uses, Utilization Techniques and Operation, Film Care, and Film Formats
19. Motion Picture Evaluation
20. Motion Picture: Television Arrangement, Utilization, Programming, Evaluation, and Systems
21. Programmed Instruction, Teaching Machines, and Computer Assisted Instruction
22. Community Resources: Field Trips and Resource People
23. Sources of Media Materials
24. Equipment Evaluation
25. Copyright

COURSE REQUIREMENTS

You are responsible for the completion of all course projects in order to fulfill course requirements and receive course credit. In a number of cases, you have the opportunity to select projects of your choice from the project list. The subject matter of these projects is also your choice.

The final course grade is determined by the total number of points earned by projects. For increased flexibility, a variation of the four-point system will be utilized; an eight-point system will be used instead,

where A=8; A/B=7; B=6; B/C=5; C=4; C/D=3; D=2; and so on. Since some projects require more time and effort than others, a credit factor (listed next to each project) is multiplied by the grade earned. When your paper or project (Requirement) is returned, you may wish to convert its letter grade to its "eight-point-system" equivalent, multiply its credit factor, and keep a running total of points. Comments on your project are related to the grade. If there is something you don't understand, please see your instructor.

A total of 150-160 points earns an A; 140-149 points earns an A-; 130-139 points earns a B+; 120-129 points earns a B; 110-119 points earns a B-; 100-109 points earns a C+; 85-99 points earns a C; 75-84 points earns a C-; 65-74 points earns a D+; 50-64 points earns a D; and 40-49 points earns a D-. Your presence at all or almost all classes will add points to your total, thus, making it possible for you to receive a higher grade.

The course projects or requirements are directly related to class discussions and presentations, many of which are very difficult to make up if missed. Attendance is, therefore, important, since you will still be responsible for course content and projects whether or not you miss any classes.

Projects or requirements are to be done by the student and submitted on or before the due date listed. On <u>all</u> projects and papers submitted for credit, your name, the course and your section number, and the <u>project number</u> <u>must</u> be included.

Project guidelines are to be used and followed when doing projects since it isn't possible to re-do projects for a better grade. When coming to the Educational Resources Center Lab to do production projects, your production techniques sheets or book will be needed.

If course requirements are not met by the last week of classes, the course grade will be an "F". If there are any reasons why you cannot complete the course requirements by the last week of classes, you are urged to see your instructor, since an "Incomplete" can sometimes be submitted in place of a grade.

Project No.		Credit Factor	Due Dates	Guide-lines pg.no.	Notes
1	Abstract and Analysis of Educational Media Article	2	9/21	7	
2.	Permanent Rubber Cement Mount OR Dry Mount (minimum size of mounted visual is to be at least 8"x10") NOTE: Lamination is NOT necessary.	1	10/3	9&10	
3	Grid Sketch OR Projection Tracing OR Paste-Up for Thermal Spirit Duplicator Master	1	10/3	9&10	
4	Lettering Project: Either "Speedball" OR "WRICO" OR "Dry Transfer" (Project must consist of two or more words, each word containing three or more letters)	1	10/3	9&10	
5	Audio Recording Evaluation OR Filmstrip (silent or sound) Evaluation	2	10/24	11-17	
6	Major Project (select ONE of the following):	5			
	Option A--Self Instructional Learning Station/Display		*	18	
	Option B--Student-produced Audiotape		10/31	20	
	Option C--Class Presentation		*	22	
*USE APPROPRIATE SIGN-UP SHEET					
7	Overhead Transparency: Acetate OR Transparency Lift (Transparencies are to be in Frame Mounts)	1	11/7	10	

Project No.		Credit Factor	Due Dates	Guide-lines pg.no.	Notes
8	Overhead Transparency: Thermal (Transparencies are to be in Frame Mounts)	1	11/7	10	
9	16mm Sound Motion Picture Film Evaluation	2	11/21	11-17	
10	Learn the operation of FIVE of the following pieces of equipment: A 16mm Motion Picture Sound Projector B 35mm Filmstrip/Slide Projector C Reel to Reel Tape Recorder D Overhead Projector E Spirit Duplicator Machine F Videotape Recorder and TV Camera NOTE: Use the Equipment Operation Proficiency Checklist obtainable at the Educational Resources Center	None But Required	11/21		
11	FINAL EXAM	4	Mon., Dec. 18 or Wed., Dec. 20 at 2:00 - 3:30 p.m.		

GUIDELINES FOR ABSTRACT AND ANALYSIS

OF EDUCATIONAL MEDIA ARTICLE

The abstract and analysis is to be done on an article related to educational media or instructional technology that appears in an audio-visual journal. The University Library carries a variety of journals in the audiovisual field. Among them are:

Audiovisual Instruction: A good general AV journal dealing with many topics and areas in Audiovisual Media useful to students new in the field as well as those who have already had experience with media.

Audiovisual Communication Review: A research oriented journal dealing with studies in efficient use of educational media.

Educational Technology: A journal emphasizing the management of change in instructional methods and support.

Media and Methods: A journal oriented to areas of language arts, literature and mass communications.

Since this project is designed to familiarize you with some of the activities and literature in the field and so that your task will be made more interesting and relevant, it is suggested that you look at or skim a number of articles before selecting the one which you will use.

The abstract and analysis can be divided into three sections. The first section lists the bibliographic data which includes the name of the author, the name of the article, the name of the journal, and the month and year of the issue in which the article is located.

The second section is a content summary or abstract which just covers or outlines the main points or concepts made by the author.

The third section is the most important since it is your own analysis of and reaction to the article. This can be handled in a number of ways. You may point out biases of the author and hence possible inaccuracies or distorted points or conclusions of the article. You may relate the concepts, points or conclusions made in the article to your professional field of interest such as the classroom. In some cases, you may wish to relate this article to other writings or aspects in other fields with which you are familiar. Criticisms and other points made by you should be substantiated or backed up with concrete examples from the article.

MATERIALS PRODUCTION ERROR MESSAGES

When your production projects (project numbers 2, 3, 4, 7, and Option B of No. 6) are returned, they may have, in addition to the grade, a number or series of numbers. Each number represents a specific way in which the project may be improved. The meaning or message for each number is given below.

PLEASE NOTE: BY USING THIS LIST OF CONSIDERATIONS WHILE DOING YOUR PROJECTS, OR CHECKING YOUR PROJECTS AGAINST THIS LIST BEFORE HANDING THEM IN, THEY WILL GENERALLY BE OF A BETTER QUALITY.

Error Message No.	Message Description
100	MOUNTING (Project 2)
101	Adhesion not complete (air bubbles or wrinkles)
102	Visual not mounted straight or not centered
103	Tissue showing
104	Trimming ragged
200	LETTERING (Project 4)
201	Guidelines showing
202	Spacing inconsistent
203	Line inconsistency within letter
204	Letter style inconsistent
205	Word or words not centered
206	Letters, word or words not straight or out of line
300	PASTE-UP OR ILLUSTRATION REPRODUCTION (Project 3)
301	Guidelines showing
302	Lines not dark or heavy enough or inconsistent
303	Parts of paste-up will not reproduce well
304	Technique inappropriate to purpose

400 OVERHEAD PROJECTION TRANSPARENCY (Projects 7 & 8)

401 Symbols such as lettering too small
402 Symbols such as lettering poorly spaced or poorly constructed
403 Too crowded; too much detail; perhaps some elements irrelevant to purpose
404 Line inconsistency
405 Exposure incorrect (Thermal)
409 Not centered or space not used well or overall image too small
410 Image not clear or bright enough (transparency lift)
411 Transparency incorrectly mounted
412 The transparency technique selected is inappropriate to materials used.

500 AUDIO RECORDING (Project 6, Option B)

501 Sound quality poor: either distorted, not clear or recording level too low
502 Too much noise, probably caused by handling of microphone or failure to use pause control
503 Too much background noise
504 Part of program cut off from beginning or missing
505 Mixing levels need readjusting (one source too dominant over the other source)
506 Tape not cued
507 Sound editing or mixing not used to appropriate purpose

999 DIRTY VISUAL

GUIDELINES FOR EVALUATING NONPRINT MATERIALS

Generally, the structure of the nonprint material evaluation can be divided into five main sections regardless of material format.

Section I: Bibliographic Data

The first section contains the "bibliographic" or identifying information which is simply listed by category. This would contain the title, the mode (or format of material--ex: 16mm film, 35mm filmstrip, 35mm sound filmstrip, 8mm filmloop, record, overhead transparency, audio tape, or cassette tape), the producer (the company which made the "title"), the source or sources where the "title" can be obtained (or distributor or lender--many times it is the same company which made the "title"), and the year it was produced. (The term, "title," refers to the material being discussed. Depending upon the mode, "title," may mean film, filmstrip, audiotape, record, sound filmstrip or whatever material is being evaluated.)

Section II: Descriptive Data

The second section contains other general information also in list or categorical form including the subject/content area or areas (such as physics, biology, general science, history, geography, economics, literature, English literature, etc.), the specific audience(s) or users (usually identified by grade levels or areas such as high school, adult, or college), the specific purpose or purposes of the "title," and the length (in minutes if "programmed," that is, when it is utilized at the preselected rate as is usually the case with 16mm films or recordings;

in number of frames or pieces if utilized at varying rates as is usually the case with silent filmstrips or overhead transparency sets).

In addition, the section includes the purchase cost and/or rental charge (if a 16mm film) of the "title," and if applicable, whether it is in color or black and white and again, if applicable, silent or sound. This information is also in list form.

Section III: Summary

The third section is a description of the "title" summarizing the story or listing the concepts or skills covered. This section should be a very objective description or summary and should, therefore, not include subjective judgments or evaluative terms or phrases. In short, description and commentary should not be mixed.

Section IV: Analysis

The fourth section is the evaluation itself. This and Section V are the most important sections and should, therefore, receive the most effort. It is here that the evaluator uses analysis and commentary. In the following outline some criteria are suggested. It is important to keep in mind that only the criteria appropriate for the particular "title" you are evaluating should be used. Concrete examples from the "title" should be cited to back up your points and conclusions.

A. Appropriate to Purpose

1. Use of the material (or "title") should achieve primary selected objectives.

2. Content of the material (or "title") may also help reach secondary goals or lay the groundwork for the achievement of future curricular objectives. Objectives may be in the cognitive, psychomotor, or attitude areas.

B. Appropriate to Users--The "title" must be appropriate to the backgrounds of students. These background factors may include:

1. Age (mental age as well as chronological age).
2. Sex (sometimes a valid consideration when related to other background factors).
3. Cultural and subcultural including ethnic features and value systems.
4. Intelligence.
5. Past experiences--academic and non-academic.
6. Achievement needs.

C. Content

1. Statements made or inferred must be accurate and up to date (beware of "fake" revised versions where the only item updated is the stated year in the credits).
2. Biases should be noted and, while materials which are overtly prejudiced are not found in the accomplishments of competent producers, care still must be taken not to overlook subtle prejudicial inferences or stereotypes. Many "sexist" materials have been produced by companies with good reputations and individuals with good intentions.

3. The scope or depth of content should be viewed in relation to the audience for which the "title" is designed.
4. The vocabulary should consist of words and phrases that are understandable, either alone, or in context, but should not be so simple as to produce boredom or the feeling on the part of the user that the material is too simple or immature. The balance between the use of too much subtlety where communication breaks down, and too little where the message is too obvious, is an important achievement. The use of just enough subtlety to insure intellectual challenge for involvement is most effective.
5. The concepts and treatment of these concepts must be suited to the level of the user.

D. Mode--The chosen medium of the material (or "title") may also be an important factor. For example, the question, "Is motion necessary?" should be considered when viewing a motion picture film or filmloop. Sometimes motion is not only <u>not</u> needed, but may even interfere with the learning of specific concepts. For example, in many situations, the information presented in a film would have been communicated to more members of the intended audience if it had been in filmstrip form where each viewer would have more time to study the material from a selected still image. Soundtracks are sometimes an unnecessary expense and may even interfere with the communication intent by taking attention away from visual information.

E. Techniques--Nonprint media can make use of a number of techniques. It is sometimes appropriate to note whether the use of any technique or combinations of techniques contributes to the achievement of objectives. Conversely, many materials would be more effective in intent if these techniques were considered and judiciously used:

1. Editing--The order and length of sequences or shots of both audio and visual materials resulting in a number of important effects including flow and a controlled pace.
2. Field of View
   a. Content where each element in view contributes to the purpose and where no irrelevant elements to detract from purpose would exist.
   b. Composition where the arrangement of these elements seems to be orderly and logical achieving unity and contributing to the desirable effect of holding the user's attention.
   c. The distance to the subject (long shot, medium shot, or close-up) used to direct close examination or attention or indicate mood.
   d. The angle of the view (low, medium, or high) which often communicates meaning and mood.
3. Charts, sketches, and illustrations to simplify concepts which often communicate meaning and also attract attention and indicate mood. They can also help to organize these concepts for understanding or uses in conjunction with other concepts.

4. Animation where movement is given to inanimate objects for many of the same reasons cited for the use of charts, sketches, and illustrations.
5. Macrophotography--Extreme close-up of a very small subject such as an insect.
6. Photomicrography--Combines the camera and microscope so that the elements or micro-organisms on the stage of a microscope may be photographed.
7. Time Lapse--When the action of an event is speeded up so that the growth is observed.
8. Slow Motion--When the action of an event is slowed down to enable closer examination and analysis.
9. Freeze Frame--When the image of a motion picture is frozen for further study.
10. Telephotography--Combines the camera and telescope.
11. Split screen and other special effects.
12. Sound.
    a. Quality of narration or voice and its effect.
    b. Effectiveness of background music.
    c. Effectiveness of sound effects.

F. Physical and Technical Considerations
1. Sound--Clear and intelligible
   --Fidelity
2. Visual Clarity of picture

a. Focus

b. Exposure

c. Color

3. Condition of Material

Section V: Utilization

The fifth section relates ways and techniques in which the "title" can be used. For example, should it be used as group presentation or as individualized instruction? You may wish to discuss ways of introducing the "title." Other factors to discuss might include types of appropriate activities users (the student, or audience) might have before, after, or along with the use of the "title." These activities may include discussions, field trips, the service of resource people, and the use of other media materials.

GUIDELINES FOR PROJECT 6, Option A:

Self-Instructional Learning Station/Display

The learning station/display can take the shape of any format or combination of formats such as bulletin, flannel, hook and loop, magnetic, and electric boards, table tops, and ceiling suspensions, and can cover any topic or subject area. It must be designed to achieve stated objectives; to attract and hold the attention of the student; and to result in some learning, either of a skill, attitude, or cognitive process. This project is to be designed for independent use. It is to be a self-instructional device that will involve the student through exploration.

Use the Learning Station Sign-Up Sheet to determine the date your learning station will be set up. On the day you are scheduled to set up your learning station to show it to the class, arrive a little earlier and set it up before class starts. Make sure you have all necessary items (ex. thumbtacks). A variety of display boards will be available in the classroom. If you need any equipment such as a tape recorder as part of your learning station, you can obtain it by submitting a paper to your instructor, at least one class session before you are scheduled to show your project, with the following information: your name and section number, the date you will be showing your learning station, and the piece or pieces of equipment you want.

On your "show day," submit a short paper to the instructor which is to include the following points:

1. Student's name, section number, and project number.
2. Title of learning station/display.

3. Objective(s) of learning station/display.
4. Brief description of the student for which the learning station/display is intended.
5. Any other information which you feel is important.

You will have a few minutes to show your project to the class, relating the objectives and the background of the student for which it is designed.

Specifically, evaluation considerations include:

1. Achievement of objectives as stated in your paper.
2. Appropriateness of format (or formats) to objectives and defined audience or class as stated in your paper.
3. Quality and appropriateness of materials displayed to objectives and defined audience or class as stated in your paper.
4. Overall viewer involvement (physical and/or intellectual) and the extent to which the learning station/display is self-instructional, that is, the extent to which it is usable on an independent basis.
5. Effectiveness of arrangement of materials (utilization of design principles).

GUIDELINES FOR PROJECT 6, Option B:

Student-Produced Audiotape

The audiotape recording can be in any subject area and deal with any topic of the student's choice. Know the difference between "SOUND EDITING" and "SOUND MIXING."

THE AUDIOTAPE MUST MAKE USE OF SOUND EDITING AND/OR SOUND MIXING TECHNIQUES APPROPRIATE TO THE PURPOSE OF THE TAPE. Generally, sound editing would be more appropriate to most projects. Caution: sound mixing is more difficult and time consuming than is sound editing.

The recording can be one to three minutes in length but may be longer if necessary. The sound quality is to be clear enough so that it can be understood with no difficulty (students using their own tape recorder and/or equipment for part or all of the project should test out the quality of the sound reproduction to make sure quality is acceptable).

If "live recording" (taping with a microphone) is necessary, arrangements can be made with Audiovisual Services through your instructor for a fairly sound-proof room. Sound dubbing, editing, and mixing facilities, however, are available at the Educational Resources Center.

If you do not know how to operate tape recording equipment, you are advised to complete Project #10C (Tape Recorder Operation) before attempting this project.

Along with the submitted recording is to be a short paper which is to include the following points:

1. Student's name, section number, and project number;
2. Objective(s) of tape;
3. Brief description of the listener for which the tape is intended;
4. Brief description of how the tape would be used (ex. in conjunction with what materials, what experiences the listener would have before and after listening to the tape, etc.);
5. A description of how you made the recording (list the step-by step process); and
6. Any other information concerning the tape which you feel is important.

This paper and the tape ar to be placed inside a large envelope with your name on it.

The side of the tape cassette with the "program" is to be identified and the tape should be "cued," that is, at the spot where the "program" begins. Specifically, evaluation considerations include:

1. Appropriateness of program to objectives and described listeners as stated in your accompanying paper;
2. Appropriateness of technique(s) used (sound editing and/or sound mixing) to stated objectives and described listeners (see p. 10, error #507);
3. Quality of sound (see pp. 9-10, error #501-505);
4. Arrangement (sequence and pace) of information; and
5. Achievement of objectives.

GUIDELINES FOR PROJECT 6, Option C:

Class Presentation

The class presentation is to be a maximum of 15 minutes. It may be in any area or subject of your choice. If the presentation is complex (use of combination of media or other situation making good pace and timeing difficult), you may fulfill this requirement with another student and make the presentation as a team. The presentation must involve the use of media. You may use any materials available to reach your goals. Since the presenter or presenting team is to be active, the use of programmed materials (films, recordings) must be limited to one half the time of the total presentation.

To expedite proceedings and to help the class assume the desired role, include the following points on a sheet of paper which is to be given to the instructor before the presentation. This information should also be given to the class as an introduction to your presentation:

1. Student's name, section number, and project number.
2. Objective(s) of Presentation.
3. Role of the class such as age, grade level, subject area, and prerequisite knowledge or training.
4. Any other information the presenter considers important.

You will be responsible for ordering the equipment and materials needed. Equipment can be ordered by submitting a paper to your instructor, at least one class session before you are scheduled to present, with the following information: your name and section number, the date you will be making your presentation, and the piece or pieces of equipment

you need. Materials such as audiorecordings, filmstrips, and filmloops can be obtained from Bierce Library. 16mm films can be ordered through Audiovisual Services. Since films have a high utilization rate, they should be requested at least a week or more in advance. On the day of your presentation, try to get to class a little earlier if possible and arrange the room, equipment, and materials so that a minimum of class time is used for "setting up."

Following each class presentation, members of the class will critique the experience. It is hoped that strengths and effective techniques will be pointed out so that others may become aware of these methods and perhaps adopt them. Concrete suggestions for ways of improving the presentation should also be brought up at this time.

Specifically, evaluation considerations include:

1. Appropriateness of methods and media to objectives and defined audience or class as stated in your accompanying paper.
2. Quality and appropriateness of materials utilized.
3. Effectiveness of equipment operation.
4. Level of audience involvement.
5. Environment arrangement.
6. Familiarity with subject matter.
7. Achievement of objectives as stated in your accompanying paper.

DOCUMENT TIME DATA

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Activity	Initials/Date	Time	Comments (Optional)
Thank You Notice Sent	JBE 10/31 by 10.31	3 1	
Duplicate Checking	~~by~~		
Faculty Evaluation			
Document Preparation			
ADR			
Cataloging			
Control Card			
Reading/Scan			
Indexing			
Abstracting			
Informative [ ]			
Indicative [ ]			
Mixed [ ]			
Typing			
Indexing Check			
Editing 1			
2			
OCR Keying			
OCR Proofing			